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Examining the interplay dynamics of innovative work environment, work motivation and organizational commitment

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A R T I C L E I N F O

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A B S T R A C T

The aim of this study was to examine the relationship between innovative work environment, work motivation, and organizational commitment among employees, as well as to assess the impact of the innovative work environment on both work motivation and organizational commitment. A review of the literature was conducted based on the study's core concepts. The research employed a descriptive assessment and a correlational research design. The study's population consisted of all employees at the institution where the research was conducted. Data were collected using questionnaires, and inferential statistics were applied to analyze the results.

The findings revealed that both the innovative work environment and work motivation were high, while organizational commitment was moderate. However, the correlation analysis indicated that there was no significant association between the innovative work environment and either work motivation or organizational commitment. Based on these findings, the study recommends further research into other organizational factors—such as ethical leadership, financial rewards, and job satisfaction—that may influence work motivation and organizational commitment.

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Introduction

Achieving organizational success is neither formulaic nor straightforward. It requires attention to various factors beyond financial capital, knowledge, and skills. Equally important are the work environment, employee motivation, and organizational commitment (Faez et al., 2023; Salleh et al., 2020; Forson et al., 2021; Hidayat & Graha, 2021). The work environment refers to the conditions under which an organization operates, encompassing both physical and psychological aspects that support and enhance employee performance (Ennals, 2001; Walker, 1982). These environmental factors can significantly influence employees' motivation by either increasing or diminishing their drive to exert effort in their roles (Chen, 2016; Schröder, 2023). Furthermore, the work environment can affect organizational commitment, shaping employees' willingness to remain with an organization on cognitive, affective, and normative levels.

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Extensive research has examined the relationship between the work environment and both employee performance and overall organizational outcomes. Findings consistently indicate that a positive work environment enhances individual performance as well as broader organizational effectiveness (Faez et al., 2023; Mat Salleh et al., 2020; Johansen & Andrews, 2014; Hardiyono et al., 2017). However, despite these insights, the literature reveals a gap: few, if any, studies have specifically explored the impact of innovative work environments on employee motivation and organizational commitment.

An innovative work environment is characterized by a culture that encourages employees to think creatively, propose new ideas, and collaboratively solve problems (Oeij et al., 2017; Gilinsky, 2023). Abun and Macaspac (2023) emphasized that fostering innovative behavior is deeply connected to cultivating an innovative work culture; in other words, creative thinking and innovation do not occur spontaneously—they must be embedded within the organizational fabric.

This study seeks to examine the influence of an innovative work environment on work motivation and organizational commitment within the context of an educational institution. Specifically, it aims to assess the degree to which the institution fosters an innovative work environment and how this influences employee motivation and commitment.

The structure of the study is organized into five key parts. The first part provides the introduction, outlining the study's background and significance. The second part presents a literature review that explores existing research relevant to the study's core concepts. The third part discusses the research methodology, including the design, population, setting, instruments, procedures, and statistical analysis methods. The fourth part focuses on data presentation and analysis, and the final part offers the discussion and conclusions derived from the findings.

Literature review

The concept of work environment

The relationship between the work environment and productivity has been a central concern for both management and researchers since the early 1900s (Latapi-Agudelo et al., 2019). From its inception, the work environment has been recognized as a critical factor influencing productivity. However, the concept itself has evolved significantly over time and has not always been clearly defined. Initially, the term referred primarily to the physical aspects of the workplace. This led to efforts focused on improving office design elements such as lighting. Yet, these improvements in the physical environment and task structure showed limited impact on productivity (Grant & Parker, 2009; Bushiri, 2014; Chowdhury et al., 2020).

Subsequently, the focus of management thinking shifted toward task performance and human relations. The work environment came to be understood as a combination of task structures and interpersonal or social relationships within the workplace (Cooley, 2016; Puspita et al., 2023). A pivotal moment in this shift was Elton Mayo's 1933 study at the Western Electric Company's Hawthorne plant in Illinois, as cited by Smith (1987). This study revealed that improvements in productivity were not solely the result of changes to the physical work environment or salary, but were also influenced by the psychological perception of being observed and valued by management (Allen & Davis, 2011). The implication was clear: employees perform better when they feel seen and attended to. This discovery prompted further research into workplace relationships and social dynamics.

By the 1950s and 1960s, the concept of the work environment had expanded further to include communication and conflict management within the workplace, with a growing focus on enhancing cooperation among employees (Walden, 2004). As a result of this ongoing evolution, definitions of the work environment vary considerably among scholars. Raziq and Maulabakhsh (2015) define it as the "interrelationship of employees in their workplace,"

emphasizing the human relational aspect. Salunke (2015), on the other hand, upholds the traditional view by defining the work environment in terms of its physical features—factors that impact job satisfaction, health, concentration, and productivity. Kohun (1992) offers a broader interpretation, describing the work environment as the bridge between employees and their workplace, encompassing the setting, conditions, and circumstances under which work is performed.

As outlined above, the work environment has consistently garnered attention due to its substantial role in organizational success. In recent years, numerous studies have explored its effects on job performance, consistently revealing positive correlations. For instance, Demus et al. (2015), Jayaweera (2015), Al-Omari and Okasheh (2017), and Rachman (2021) all reported a strong positive relationship between the work environment and job performance. Similarly, Raziq and Maulabakhsh (2015), Agbozo et al. (2015), and Taheri et al. (2020) found that a positive work environment significantly enhances job satisfaction. Additional research by Pandey (2017) identified a significant correlation between work environment and employee productivity, while Kamanja et al. (2019) highlighted its impact on work engagement.

Collectively, these studies reinforce the conclusion that a conducive work environment positively influences employees' behavior, performance, and satisfaction. Consequently, it is crucial for management to prioritize creating and maintaining a supportive work environment. A negative or poorly managed work environment may hinder employee performance and, ultimately, jeopardize the achievement of organizational goals.

The innovative work environment

As we have defined and explained the work environment and its effect on performance, we need to define and explain the concept of an innovative work environment. Both, work environment and innovative work environment are two concepts that need to be differentiated. Work environment refers to the physical, social and psychological work environment as we have discussed earlier in this paper (Burr, et al., 2021, Hansen, et al., 2012, Mouazzen, et al., 2024). An innovative work environment refers to a specific environment that allows innovative ideas and behaviours to operate (Yousaf, et al., 2024, Oeij, et al., 2017, Shah, et al., 2023, Yesuf, et al., 2024). Rogovskiy (2021) defines an innovative work environment as "the kind of work environment that encourages its employees to embrace unorthodox thinking rather than discouraging them from it". He then argues that nurturing an innovation-friendly culture means putting the status quo aside and challenging typicality to create something new. Rogovskiy (2021) refers innovative work environment as an organizational climate that is innovation-oriented. It is something that every member of the organization feels, perceives and experiences in the organization (Litwin (1968). It is an organizational climate that is oriented toward innovation. Knowledge workers believe that their innovative ideas are appreciated or encouraged (Xu, et al. 2022). Johannessen and Olsen (2011) argued that only within a friendly organizational climate, do organizational members trust each other and it makes it easy to cooperate among members and make it easier to share knowledge and consequently generate new ideas. As Khan (1990) pointed out further that trusting relationship enables knowledge workers to dare and try new ideas and new affairs. An organization that is supported by trust relationships allows knowledge workers to apply their innovative ideas and behaviours to achieve organizational objectives (Laufer, et al., 2024).

There are several studies conducted by different researchers concerning the effect of an innovative work environment on job satisfaction like that of Mckinnon et al. (2003), Zhou et al. (2005), and Berson, et al., (2008) which found to be significantly correlated. Within a friendly organizational climate, stress is reduced and improves the satisfaction and work commitment of knowledge workers (Farr & West, 1991). Within such an environment, innovative work behaviour is encouraged and it allows the workforce to innovate because they believe that innovative ideas and innovative behaviours are encouraged or supported. As Farr and West (1991) pointed out innovation-oriented organization has a significant impact on knowledge workers' psychological state. On the contrary, Hennessey and Amabile (1998) noted that when employees are facing psychological threats and pressure, the tendency is to be

defensive and not to show innovative behaviours. It is along such findings Hennessey and Amabile (1998) pointed out that intrinsic motivation is very crucial for individuals to generate creativity and innovation.

An innovative work environment is part of organizational culture. The influence of innovative organizational culture on performance has been one of the interests of the researchers. Studies have been conducted measuring the effect of innovative organizations on organizational performance or employees' performance. Ur Rehman, et al. (2019) conducted a study on the effect of innovative organizational culture and organizational learning on organizational performance and the study found that innovative culture and organizational learning are significantly correlated which suggests that changing the bureaucratic environment into an innovative environment is important to increase organizational performance. A similar study was conducted by Aboramadan, et al. (2020) on the effect of organizational and marketing innovation on business performance and the study found that organization and marketing innovation affect significantly business performance. In terms of the effect of organizational culture, and innovation on the employees' performance, Naranjo-Valencia, et al (2016) also found a significant influence of innovation culture on the employees' performance.

Work motivation theories

Psychologically, motivation serves as the driving force behind human action. It sustains one's energy toward achieving goals and enables individuals to persist, even in the face of challenges (Cherry, 2023; Mannel, 2014). Motivation can be understood as the internal drive that propels a person to pursue something they need or desire (Usher & Morris, 2012). However, the reasons people become motivated have been interpreted differently by various researchers, resulting in the development of several motivational theories.

For instance, the instinct theory suggests that behavior is driven by the innate desire for survival (Epstein, 1982), while the drive theory proposes that actions are performed to restore balance or homeostasis (Remley, 1980). The arousal theory posits that individuals are motivated to maintain an optimal level of psychological stimulation (Ningjian, 2024). The humanistic theory of motivation focuses on fulfilling needs in a hierarchical manner, whereas the incentive theory suggests that behavior is directed toward achieving external rewards (Madsen & Wilson, 2012). Finally, expectancy theory holds that people are motivated by their expectations of future outcomes (Cherry, 2023).

In the organizational context, motivation becomes task-oriented and is known as work motivation—the process of stimulating people to take action to accomplish specific goals (Scott, 1961). Brech (1969, p. 4) defines it as "a general inspirational process which gets members of the team to put their weight effectively to give their loyalty to the group to carry out properly the task that they accepted and generally to play an effective part in the job that the group has undertaken." In this sense, motivation becomes a managerial strategy to inspire employees to apply effort and loyalty toward their responsibilities.

Motivation is thus a deliberate managerial effort to activate employees' inner drive to work more effectively and efficiently. The central challenge for management lies in determining how best to motivate employees. Several theories have been developed to address this issue. The first group of these is need-based theories, introduced by scholars such as Maslow (1943, 1954), Alderfer (1969), Herzberg (1959), and McClelland & Burnham (1976).

Maslow's hierarchy of needs proposes that human motivation progresses through five levels: physiological, safety, social, esteem, and self-actualization. According to this theory, people are first driven to satisfy their basic needs—such as food, air, and water—before progressing to higher-level needs like safety, love and belonging, esteem, and ultimately, self-actualization. This final stage involves realizing one's full potential and achieving personal goals beyond basic survival. As Baumeister and Leary (1995) argue, unmet social needs can negatively affect health and well-being, emphasizing the importance of emotional connection in motivation.

Alderfer (1969), however, questioned the rigid hierarchy of Maslow's theory. He proposed the ERG theory—Existence, Relatedness, and Growth—which simplifies Maslow's five levels into three categories. Existence corresponds to Maslow's physiological and safety needs, relatedness aligns with social needs, and growth includes esteem and self-actualization. Unlike Maslow's model, ERG theory allows for the simultaneous pursuit of multiple needs. Alderfer also introduced the concept of frustration-regression, where the failure to satisfy higher needs causes a person to regress to lower-level needs (Bon, 2017).

Herzberg's two-factor theory (Herzberg et al., 1959; Herzberg, 1965) identifies two categories affecting motivation: hygiene factors and motivators. Hygiene factors, such as company policy, supervision, working conditions, salary, and job security, do not directly motivate but can lead to dissatisfaction if unmet. Motivators, such as achievement, recognition, responsibility, and opportunities for growth, are what truly drive job satisfaction and motivation.

McClelland's acquired needs theory (McClelland & Burnham, 1976) identifies three essential motivational needs: the need for achievement, need for affiliation, and need for power. Individuals with a high need for achievement strive for success, punctuality, and innovation (Harrell & Stahl, 1981; Trevis & Certo, 2005; Turban & Keon, 1993). Those driven by affiliation seek harmonious relationships and social acceptance (Wong & Csikszentmihalyi, 1991), while individuals with a high need for power aim to influence others and control their environment—a trait particularly relevant to leadership roles (Spangler & House, 1991; Spreier, 2006).

The second group of motivational theories is known as process-based theories, which focus on the cognitive processes underlying motivation. These theories emphasize that individuals evaluate their circumstances and act accordingly to achieve desired outcomes. There are four main process-based theories: operant conditioning, equity theory, goal-setting theory, and expectancy theory.

Operant conditioning theory, developed by Skinner (1953), states that behavior can be modified through reinforcement and punishment. People are likely to repeat behaviors that result in rewards and avoid those that result in negative consequences. Over time, individuals learn to adapt their behavior based on expected outcomes.

Equity theory (Adams, 1965) proposes that motivation is influenced by one's perception of fairness in input-output ratios. Employees assess whether their contributions (inputs) and the rewards they receive (outputs) are proportional, especially when compared with others. Feelings of inequity—whether being under-rewarded or seeing others over-rewarded—can lead to demotivation and dissatisfaction.

Goal-setting theory argues that people are most motivated when they are assigned specific, challenging, and accepted goals (Locke, 1978; Taylor, 1911; Pinder, 1984). Clear goals give direction, enhance persistence, and encourage the development of strategies for achievement.

Finally, expectancy theory (Vroom, 1964; Porter & Lawler, 1965, 1968) suggests that motivation results from a rational calculation. Individuals evaluate whether their effort will lead to performance and whether that performance will result in desired outcomes. The model follows a three-step process: effort → performance → reward. Motivation increases when employees believe their efforts will lead to high performance and, consequently, valuable rewards.

Intrinsic and extrinsic motivation

According to Ryan and Deci (2002), not all human actions are driven by intrinsic motivation. For example, young children often engage in activities purely for the pleasure they bring. However, as individuals mature, the nature of motivation tends to shift. Work and other responsibilities are often no longer pursued for enjoyment alone, but rather due to external pressures or incentives—such as rewards or recognition (Schröder, 2023).

Earlier motivation theories, including those by Maslow, Herzberg, Alderfer, and McClelland, attempted to categorize human needs and distinguish between intrinsic and extrinsic motivation. While useful in theory, these classifications often prove too rigid when applied to real-world work environments (Gagné & Deci, 2005). To address this gap, Gagné and Deci emphasized the importance of distinguishing motivation sources more practically—namely, as either intrinsic or extrinsic.

Intrinsic motivation refers to engaging in an activity because it is inherently interesting or satisfying. People are motivated by the joy or challenge found in the task itself (Moller & Deci, 2014; Deci, 1975). In contrast, extrinsic motivation involves performing tasks to achieve outcomes separate from the activity—such as praise, financial rewards, or approval from others (Gagné & Deci, 2005).

However, a simple division between intrinsic and extrinsic motivation can be limiting. Recognizing this, Gagné and Deci (2005) proposed Self-Determination Theory (SDT), which emphasizes the quality of motivation by differentiating between autonomous and controlled forms. Autonomous motivation occurs when individuals act out of personal choice and volition—they endorse their actions because they find them meaningful or enjoyable (Dworkin, 1988; Moller & Deci, 2014). In contrast, controlled motivation arises when behavior is driven by external pressure or the desire to attain specific outcomes, such as avoiding punishment or gaining approval (Gagné & Deci, 2005). For example, an employee may complete a task not out of enjoyment, but because failing to do so could result in criticism or loss of a reward (Hsieh, 2011; Legault, 2016). According to Deci (1971), reward-based motivation is a key example of controlled regulation.

These two types of motivation differ in both the regulatory processes behind them and the experiences they produce. In SDT, motivation is viewed along a continuum, not as a single concept. It recognizes that actions may vary in how freely they are chosen, rather than simply being either internal or external (Gagné & Deci, 2005, pp. 331–362). As Deci and Ryan (2000) describe, intrinsic motivation reflects a natural drive to explore, grow, and enjoy the work itself. In contrast, extrinsic motivation involves performing tasks to reach a separate outcome, such as receiving compensation or status.

To further refine the concept of extrinsic motivation, SDT includes Organismic Integration Theory (OIT), which explains how external motivations can become more internalized and self-directed. At the most external end of the spectrum is external regulation, where behavior is entirely controlled by rewards or punishments, with no personal ownership over the task (deCharms, 1968). Slightly more internalized is introjected regulation, where individuals perform tasks to avoid guilt or maintain self-worth, though the motivation still feels imposed (Williams et al., 1996). With identified regulation, people recognize the value of an activity and accept it as personally important, even if it is not enjoyable in itself. At the most autonomous end of extrinsic motivation is integrated regulation, where the behavior aligns with a person's values and identity—it becomes part of who they are.

These distinctions show that extrinsic motivation is not inherently negative; rather, it can range from highly controlled to fully self-endorsed. By considering this spectrum, Self-Determination Theory offers a more nuanced and applicable understanding of motivation in organizational contexts.

Organizational commitment

The concept of commitment—particularly **organizational commitment**—varies significantly across researchers. Even standard dictionary definitions offer differing interpretations. For instance, the *Cambridge Dictionary* (n.d.) defines commitment as the "willingness to give your time and energy to a job, activity, or something that you believe in." Meanwhile, *Dictionary.com*, based on Oxford Languages, describes it as "the state or quality of being dedicated to a cause, activity, or an engagement or obligation that restricts freedom of action." Both definitions focus on commitment as a form of dedication, emphasizing time, energy, and a belief in a cause or task. Similarly, the

Britannica Dictionary defines it as "a promise to do or give something or a promise to be loyal to someone or something."

While these definitions capture commitment's practical dimensions, they lack emphasis on its psychological aspects, which scholars identify as essential components (Mueller & Straatmann, 2014). Academic definitions extend beyond observable behaviors to include emotional and cognitive dimensions. Leonard (2009), for example, defines commitment as "a state of mind that holds people and organizations in the line of behaviour," framing it as a psychological bond. This view aligns with the perspective that commitment entails more than physical effort; it involves a psychological contract with the organization (Mueller & Straatmann, 2014; Yang et al., 2024).

Employees commit their time and energy not merely out of obligation but often due to an emotional attachment to the organization (Mueller et al., 2024; Slocombe & Dougherty, 1998). This attachment reflects the degree to which individuals identify with their organization (Ajayi & Muraina, 2016). Ceylan (2020) further explains that such emotional bonds lead individuals to prioritize organizational goals over personal interests because of their trust in and loyalty to the organization and its people. From these perspectives, three core characteristics of commitment emerge: emotional attachment, self-identification with the organization, and the willingness to invest time and effort.

The emotional dimension of organizational commitment is further emphasized in the work of Meyer and Allen (1991), who describe it as a psychological state that defines the employee's relationship with the organization and influences the decision to remain or leave. In their framework, commitment is not just a behavioral pattern but a reflection of how strongly an individual identifies with and participates in the organization. Similarly, Idris and Manganaro (2017) stress the importance of considering organizational commitment as a psychological construct. This conceptualization aligns with the view of Porter and Lawler (1965), as cited by Herrera and Heras-Rosas (2021), who interpret organizational commitment as a desire by employees to exert effort on behalf of the organization and to remain loyal to its goals and values (Greenberg & Baron, 2008).

Organizational commitment, then, can be understood as a psychological contract between the employee and the organization. Rousseau (1995) defines this contract as the individual's belief in mutual obligations and benefits within a relationship of exchange. In this exchange, two forms of contracts are commonly identified: relational and transactional (MacNeil, 1985). The **relational contract** is rooted in emotional investment and long-term loyalty, often motivated by expectations such as promotion or job security. Employees develop a sense of commitment under the assumption that their loyalty will be reciprocated with recognition or career advancement. On the other hand, the **transactional contract** is driven primarily by economic factors. In this case, employees remain with the organization as long as their expectations around salary and benefits are being met (Rousseau, 1995).

Numerous studies have examined the influence of organizational commitment on employee behavior. For example, Fischer and Mansell (2009), Mathieu and Zajac (1990), Meyer et al. (2002), and Solinger et al. (2008) have all found a strong correlation between organizational commitment and key workplace outcomes such as occupational commitment, job satisfaction, and job involvement. Their research consistently shows that employees with higher levels of organizational commitment are less likely to leave their organization, have lower absenteeism rates, and are more likely to engage in organizational citizenship behaviors and experience greater overall well-being (Angle & Perry, 1981; Mathieu & Zajac, 1990; Meyer et al., 2002; Solinger et al., 2008).

Dimensions of organizational commitment: Affective, continuance and normative commitment

Scholars generally agree that organizational commitment is not a unidimensional concept but rather a multidimensional construct. However, there is less consensus regarding the specific dimensions that constitute it. Morrow (1993) identified two primary dimensions of organizational commitment: **attitude** and **behavior**. Attitude, as described by Miller (2003), refers to evaluative judgments—either positive or negative—toward a given

phenomenon. In the context of organizational commitment, it reflects an employee's attachment, identification, and loyalty toward the organization (Morrow, 1993). Meyer et al. (1990) supported this interpretation, suggesting that attitude encompasses both cognitive and affective components that express an employee's perception of the organization. Ajzen (1993) further argued that attitude inevitably influences behavior, asserting that internal thoughts and beliefs are ultimately expressed through action.

Behavioral expressions of commitment are evident in the way individuals carry out their tasks and engage with teams within the organization (Best, 1994; Reicher, 1985). Such behaviour reflects a psychological bond among organizational members, often demonstrated through active participation in group activities (O'Reilly, 1989). This commitment is also expressed through job involvement, loyalty to organizational values, acceptance of its goals, and a willingness to exert effort on its behalf (Miller & Lee, 2001).

Over time, various scholars have proposed different dimensions of organizational commitment, though these frameworks often overlap (Taing et al., 2010). Among the most widely accepted models is the one developed by Meyer and Allen (1997), who proposed three dimensions: **affective**, **continuance**, and **normative** commitment.

Affective commitment refers to the emotional attachment an employee feels toward their organization. This attachment often arises when there is a perceived alignment between the employee's personal values and those of the organization (Lowry, 1973). Employees with strong affective commitment tend to be more engaged and willing to go the extra mile in support of organizational goals (Johnson & Chang, 2006). Studies by Becker et al. (1996) and Meyer et al. (2004) found that affective commitment enhances intrinsic motivation and deepens an individual's desire to remain with the organization.

Continuance commitment, on the other hand, arises from an employee's cost-benefit analysis of leaving the organization. When the perceived disadvantages of leaving outweigh the benefits, employees are more likely to remain (Taing et al., 2010). This dimension involves considerations such as the potential loss of personal investment and limited alternative employment options (Allen & Meyer, 1990; Meyer & Allen, 1984). As Becker (1960) explained, employees remain because doing so appears to be the more advantageous choice.

The third dimension, **normative commitment**, is based on an individual's sense of moral or legal obligation to stay with the organization (Allen & Meyer, 1990). This form of commitment is often rooted in formal employment contracts or cultural norms. According to Muhammad et al. (2021), when employees believe it is morally or ethically right to remain with the institution, they are more likely to do so.

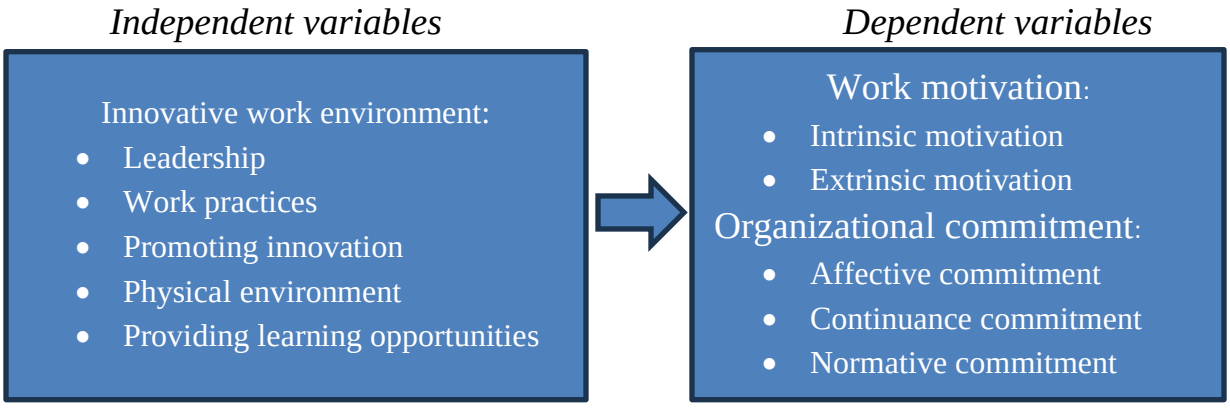
In a related model, O'Reilly and Chatman (1986) proposed three different dimensions: **compliance**, **identification**, and **internalization**. The dimensions of identification and internalization align closely with Meyer and Allen's affective commitment, as they capture emotional attachment and alignment with organizational values. Compliance, meanwhile, reflects a transactional relationship where the employee remains due to extrinsic rewards—a concept comparable to continuance commitment.

Similarly, Balfour and Wechsler (1996) identified three dimensions: **identification**, **affiliation**, and **exchange**. Identification reflects a sense of pride and belonging in the organization and aligns with affective commitment. Affiliation describes interpersonal bonds and loyalty to coworkers, also falling under the affective domain. The exchange dimension, which involves continued effort in return for organizational benefits, corresponds to continuance commitment.

Given the conceptual alignment between these models, this study adopts the framework developed by Meyer and Allen (1997) as the theoretical basis for investigating organizational commitment. This includes the three dimensions

of **affective**, **continuance**, and **normative commitment**, which together offer a comprehensive understanding of the psychological and behavioral aspects of employee commitment.

Conceptual framework



Australian Government (2002), Source: Meyer and Allen (1997), Ryan and Deci (2002).

Figure 1: the conceptual framework explains the concept of the study. It suggests that an innovative work environment affects work motivation and organizational commitment.

Statement of the problems

The study intends to examine the influence of an innovative work environment on work motivation and organizational commitment. It specifically seeks to answer the following questions:

1. What is the level of innovative work environment in terms of:
   a. Leadership
   b. Work practices
   c. Promoting innovations
   d. Physical environment
   e. Providing learning opportunities

2. What is the level of work motivation in terms of
   a. Intrinsic motivation
   b. Extrinsic motivation

3. What is the level of organizational commitment in terms of
   a. Affective commitment
   b. Continuance commitment
   c. Normative commitment

4. Is there a relationship between an innovative work environment and the work motivation of employees?
5. Is there a relationship between an innovative work environment and the organizational commitment of employees?

Hypothesis

Work environment plays an important role in enhancing employees' work performance (Faez, et al., 2023). Thus, the current study hypothesizes that an innovative work environment affects the work motivation and organizational commitment of the employees.

Scope and delimitation of the study

The study limits its investigation to only the innovative work environment and its effect on work motivation and organizational commitment of employees of the Divine Word College of Laoag.

Research methodology

The study is a quantitative study and thus, it utilizes a descriptive assessment and correlational research design. The locale and the population of the study are the Divine Word College of Laoag and its employees. The study uses questionnaires to gather the data and the statistics to be used are descriptive and inferential statistics, therefore it used the weighted mean and Pearson r to analyze the data. In the process of gathering data, the researcher sent a letter to the President requesting him to allow the researcher to distribute the questionnaires and the collection of the data was done through employees' representatives. The researcher also considered the ethical review and since the research does not involve sensitive human issues, therefore the ethical review was waived.

The following ranges of values with their descriptive interpretation will be used:

Statistical Range	***Descriptive Interpretation***
4.21-5.00	*Strongly Agree/Very High*
3.41-4.20	*Agree/High*
2.61-3.40	*Somewhat Agree/Moderate*
1.81-2.60	*Disagree/Low*
1.00-1.80	*Strongly Disagree/Very Low*

Data presentation and analysis

Problem 1: What is the level of innovative work environment in terms of:

a. ***Leadership***
b. ***Work practices***
c. ***Promoting innovations***
d. ***Physical environment***
e. ***Providing learning opportunities***

Table 1: Innovative work environment

Indicator	**Mean**	**DI**
Leadership		
Makes Innovation an integral part of leadership and management activities.	4.10	A/H
Demonstrate positive reception of ideas from others and provide constructive advice	4.08	A/H
Establish and maintain relationships based on mutual respect and trust	4.13	A/H
Take considerate risks to open up opportunities for innovation	4.11	A/H
Regularly evaluate own approaches for consistency with the wider organizational context	4.07	A/H

Composite Mean	**4.09**	**A/H**
Work Practices		
Consult and establish working conditions that reflect and encourage innovative practice.	3.97	A/H
Introduce and maintain workplace procedures that foster innovation and allow for rigorous evaluation of innovative ideas	3.97	A/H
Facilitate and participate in collaborative work arrangements to foster innovation	3.99	A/H
Build and lead teams to work in ways that maximize opportunities for innovation	4.00	A/H
Composite Mean	**3.98**	**A/H**
Promoting Innovations		
Acknowledge suggestions, improvements and innovations from all colleagues	4.08	A/H
Find appropriate ways of celebrating and promoting innovation	4.05	A/H
Promote and reinforce the value of innovation according to the vision and objectives of the organization	4.05	A/H
Promote and support the evaluation of innovative ideas within the wider organizational context	4.07	A/H
Composite Mean	**4.06**	**A/H**
Physical Environment		
Evaluate the impact of the physical environment on innovation	3.97	A/H
Collaborate with colleagues about ideas for enhancing the physical work environment before taking actions	4.03	A/H
Consider the potential for supporting innovation when selecting physical resources and equipment	4.01	A/H
Design, fit out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships	3.97	A/H
Composite Mean	**4.00**	**A/H**
Providing Learning Opportunities		
Pro-actively share relevant information, knowledge and skills with colleagues	3.93	A/H
Provide or encourage formal and informal learning opportunities to help develop the skills needed for innovation	3.99	A/H
Create opportunities in which individuals can learn from the experience of others.	3.98	A/H
Composite Mean	**3.97**	**A/H**
Overall Mean	**4.02**	**A/H**

Source: *Australian Government (2002)*

Legend:

Statistical Range	***Descriptive Interpretation***
4.21-5.00	*Strongly Agree/Very High (SA/VH)*
3.41-4.20	*Agree/High (A/H)*
2.61-3.40	*Somewhat Agree/Moderate (SWA/M)*
1.81-2.60	*Disagree/Low (D/L)*
1.00-1.80	*Strongly Disagree/Very Low (SA/VL)*

The data reveals that the institution's innovative work environment is rated as high overall, with a composite mean of 4.02. Leadership scored the highest (4.09), indicating strong support for innovation through openness to new ideas and adaptability. Work practices also rated highly (3.98), reflecting a supportive management that encourages creativity and collaboration. These findings align with literature emphasizing leadership, supportive culture, and

employee recognition as key drivers of innovation. Overall, the institution fosters a consistent and positive climate for innovation, though there's still room to reach an "excellent" level across all dimensions.

Problem 2: What is the level of work motivation in terms of

- ***a. Intrinsic motivation***
- ***b. Extrinsic motivation***

Table 2: Work motivation

Indicator	Mean	DI
Intrinsic Motivation. I work because:		
Because I derive much pleasure from learning new things in my job	4.01	A/H
For the satisfaction I experience from taking on interesting challenges	3.95	A/H
For the satisfaction I experience when I am successful at doing a difficult task	4.10	A/H
Composite Mean	**4.02**	**A/H**
Extrinsic Motivation		
External Regulation. **I work:**		
For the income, it provides me	3.77	A/H
Because it allows me to earn money	3.80	A/H
Because my work provides me with security	3.68	A/H
Sub-composite Mean	**3.75**	**A/H**
Introjected regulation. I work:		
Because I want to succeed at this job, if not, I would be very ashamed of myself	3.82	A/H
Because I want to be very good at this work, otherwise, I would be very disappointed	3.88	A/H
Because I want to be a winner in life	3.83	A/H
Sub-composite Mean	**3.84**	**A/H**
Identified regulation		
Because I want to attain a certain lifestyle	3.73	A/H
Because I want to attain my career goals	4.02	A/H
Because it is the type of work, I have chosen to attain certain important objectives	3.86	A/H
Sub-composite Mean	**3.87**	**A/H**
Integrated regulation: I work:		
Because it is a fundamental part of who I am	3.86	A/H
Because it is part of how I have chosen to live my life	3.86	A/H
Because this job is part of my life	3.77	A/H
Sub-composite Mean	**3.83**	**A/H**
Composite Mean	**3.82**	**A/H**
Overall Mean	**3.92**	**A/H**

Source: *Ryan and Deci (2002).*

The data indicates that employee work motivation is generally high, with an overall mean rating of 3.92. Both intrinsic and extrinsic dimensions fall within the same high range, with intrinsic motivation rated slightly higher at 4.02. This suggests that employees find satisfaction in learning and overcoming challenges, while also being motivated by financial security, success, and lifestyle goals. These findings support the view that motivation in the workplace stems from both internal satisfaction and external incentives, as highlighted by Moller and Deci (2014), Corpuz et al. (2012), Watson and Davis (2011), and Hsieh (2011).

Problem 3: What is the level of organizational commitment in terms of

- ***a. Affective commitment***
- ***b. Continuance commitment***
- ***c. Normative commitment***

Table 3: Organizational commitment

Indicator	Mean	DI
Affective Commitment		
I would be very happy to spend the rest of my career in this organization	3.39	SWA/M
I feel as if this organization's problems are my own	3.27	SWA/M
I feel like 'part of my family at this organization	3.43	A/H
I feel 'emotionally attached to this organization	3.37	SWA/M
This organization has a great deal of personal meaning for me.	3.50	A/H
I feel a strong sense of belonging to this organization	3.48	A/H
Composite Mean	**3.41**	**A/H**
Continuance Commitment		
It would be very hard for me to leave my job at this organization right now even if I wanted to	3.33	SWA/M
Too much of my life would be disrupted if I left my organization	3.26	SWA/M
Right now, staying with my job at this organization is a matter of necessity as much as desire	3.42	A/H
I believe I have too few options to consider leaving this organization	3.34	SWA/M
One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternatives elsewhere.	3.28	SWA/M
One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice	3.35	SWA/M
Composite Mean	**3.33**	**SWA/M**
Normative Commitment		
I should remain with my organization.	3.37	SWA/M
Even if it were to my advantage, I do not feel it would be right to leave.	3.46	A/H
I would feel guilty if I left this organization now	3.33	SWA/M
This organization deserves my loyalty	3.44	A/H
I would not leave my organization right now because of my sense of obligation to it	3.48	A/H
I owe a great deal to this organization.	3.59	A/H
Composite Mean	**3.45**	**A/H**
Overall Mean	**3.40**	**SWA/M**

Source: *Meyer and Allen (1997).*

The data reveals that overall, employee organizational commitment has a mean rating of 3.40, which falls under the "somewhat agree/moderate" category. This indicates that while organizational commitment is moderate, it is not particularly high compared to work motivation. When examining the individual dimensions of commitment, both affective and continuance commitments are rated highly, while normative commitment remains somewhat lower in comparison. Employees express a strong emotional attachment to the organization, as reflected in their affective commitment, which aligns with findings by Mueller and Straatmann (2014), suggesting that high affective commitment signals a desire to stay with the institution.

Additionally, the normative commitment, though lower, reflects employees' moral obligation to remain with the institution, often driven by values and training, as noted by Inam et al. (2023). This indicates that employees are more likely to stay because of emotional attachment and a sense of duty, rather than economic factors.

Problem 4: Is there a relationship between an innovative work environment and the work motivation of employees?

Table 4: Correlation between innovative work environment and work motivation

Innovative Work Environment		Work Motivation		
		Intrinsic	Extrinsic	Overall Motivation
Leadership	Pearson correlation	-.066	.020	-.032
	Sig. (2-tailed)	.380	.789	.674
Work Practices	Pearson correlation	.006	-.035	-.015
	Sig. (2-tailed)	.936	.645	.843
Promoting Innovation	Pearson correlation	-.053	-.020	-.046
	Sig. (2-tailed)	.479	.788	.539
Physical Environment	Pearson correlation	.051	-.042	.010
	Sig. (2-tailed)	.498	.572	.891
Providing Learning Opportunities	Pearson correlation	.013	-.040	-.013
	Sig. (2-tailed)	.863	.597	.860
Overall IWE	Pearson correlation	-.011	-.032	-.025
	Sig. (2-tailed)	.881	.668	.741

Source*: SPSS IBM*

The Pearson correlation coefficients between the components of the innovative work environment (IWE) and work motivation—both intrinsic and extrinsic—range from -0.066 to 0.051, with all p-values exceeding 0.05. This indicates that no statistically significant relationship was found between any IWE component (leadership, work practices, promoting innovation, physical environment, or providing learning opportunities) and work motivation.

This finding suggests that variations in employees' perceptions of the innovative work environment do not directly correspond to variations in their motivation levels, whether those motivations are intrinsic (such as a passion for the work itself) or extrinsic (such as rewards or recognition). Essentially, even if employees perceive their work environment as being highly innovative, this perception does not necessarily lead to changes in their motivation to perform their tasks.

This result contrasts with the Self-Determination Theory (SDT) by Ryan and Deci (2002), which asserts that environments that support autonomy, competence, and relatedness are expected to enhance intrinsic motivation. Given that innovative work environments often encourage these elements, a positive correlation between innovation and intrinsic motivation might have been anticipated.

Similarly, Herzberg et al.'s (1959) two-factor theory suggests that "motivators," such as achievement and recognition, typically present in innovation-driven environments, can increase job motivation. However, in this study, the innovative elements did not appear to act as motivators, at least not in a way that statistically influenced employees' motivation levels.

These findings imply that innovation alone may not be sufficient to drive motivation. It could be that other factors—such as leadership styles, organizational culture, job security, or individual differences—play a more significant role

in influencing work motivation within this particular institutional context. Therefore, while an innovative environment may offer valuable opportunities for employees, it may need to be complemented by other motivational strategies to effectively drive employee engagement and performance.

Problem 5: Is there a relationship between an innovative work environment and the organizational commitment of employees?

Table 5: Correlation between innovative work environment and organizational commitment.

Innovative Work Environment		Organizational Commitment			
		Affective Commitment	Continuance Commitment	Normative Commitment	Overall Org Commitment
Leadership	Pearson correlation	-.074	-.089	-.023	-.070
	Sig. (2-tailed)	.322	.236	.757	.348
Work Practices	Pearson correlation	.071	.077	.034	.069
	Sig. (2-tailed)	.342	.301	.652	.359
Promoting Innovation	Pearson correlation	.073	.058	.016	.055
	Sig. (2-tailed)	.330	.442	.834	.461
Physical Environment	Pearson correlation	.019	.021	-.021	.009
	Sig. (2-tailed)	.797	.778	.776	.909
Providing Learning Opportunities	Pearson correlation	.009	.021	-.034	.000
	Sig. (2-tailed)	.907	.781	.655	.995
Overall Innovative Work Environment	Pearson correlation	.026	.024	-.009	.017
	Sig. (2-tailed)	.725	.750	.907	.825

Source: *SPSS IBM*

The Pearson correlation coefficients between the dimensions of the innovative work environment (IWE) and the types of organizational commitment (affective, continuance, and normative) range from -0.089 to 0.073, with all p-values exceeding 0.05. This suggests there is no statistically significant relationship between employees' perceptions of their innovative work environment and their organizational commitment.

This result indicates that the level of innovation perceived in the workplace does not meaningfully impact employees' emotional attachment (affective), cost-benefit considerations (continuance), or sense of obligation (normative) to the organization. In other words, even if the work environment is seen as fostering innovation, it does not necessarily lead to stronger feelings of attachment, loyalty, or a sense of duty toward the organization.

These findings challenge Meyer and Allen's (1997) three-component model of organizational commitment, which posits that workplace experiences should shape employees' emotional attachment, perceived costs of leaving, and moral obligations. According to this model, an innovative work environment that provides psychological safety, recognition, and opportunities—factors noted by Farr and West (1991) and Johannessen and Olsen (2011)—should theoretically foster stronger bonds with the organization. However, this study's findings do not support that expectation.

Several factors could explain the lack of significant relationships between the IWE and organizational commitment. One possible explanation is that innovation may be viewed as a top-down initiative driven by management or institutional goals, rather than a personal or employee-driven process. In such cases, employees may not feel intrinsically motivated to engage with innovation efforts. Furthermore, there could be a misalignment between the organization's innovation strategies and employees' personal values, professional goals, or needs, as emphasized by Lowry (1973) and Khan (1990). Without this alignment, employees are less likely to internalize innovation as a meaningful part of their work identity or personal fulfillment.

Additionally, the presence of a transactional work climate—where innovation is encouraged but not adequately supported with tangible rewards, recognition, or relational trust—could prevent the development of deeper emotional or moral bonds with the organization. This concept aligns with Rousseau's (1995) theory of psychological contracts, which suggests that employee commitment is influenced by the perceived fairness of the employment relationship. If employees feel that the organization is not reciprocating their contributions to innovation through rewards or career development opportunities, they may not develop the affective or normative commitment necessary for sustained organizational loyalty.

Results and discussion

The results of the study indicate that while both the innovative work environment and work motivation are rated highly, organizational commitment is moderate. However, the Pearson r correlation analysis reveals that a high innovative work environment does not necessarily lead to high work motivation or organizational commitment. These findings suggest several theoretical and practical implications.

The lack of a relationship between an innovative work environment and work motivation challenges existing theories that link the two (Durrah, 2022; Mesri et al., 2024; Danquah & Asiamah, 2022). This discrepancy calls for a reevaluation of these theories or suggests that they may be context-specific. It implies that other factors, such as individual differences, leadership, organizational culture, organizational values, and workplace relationships, could have a more significant impact on work motivation than the innovative environment itself, including factors like innovation promotion, physical workspace, and leadership practices. From a practical standpoint, organizations may benefit from focusing resources on areas such as employee recognition, autonomy, and growth opportunities. Additionally, a more tailored approach to motivation, such as employee development programs, may prove more effective than a uniform strategy.

Similarly, the absence of a correlation between the innovative work environment and organizational commitment suggests that previous studies, which found a positive relationship between the two (Di Blasio et al., 2019; Kordsmeyer et al., 2022; Hoque et al., 2019), should not be universally applied. This finding implies that the influence of an innovative work environment on organizational commitment may not hold true in all contexts. Practically, it suggests that, in this institution, management should shift its focus from solely improving the work environment to enhancing factors like job satisfaction, leadership quality, organizational culture, and employee recognition. This result also points to the need for further investigation into what truly drives organizational commitment and how it interacts with the innovative work environment.

Conclusion

The study aimed to examine the interactions between innovative work environment work motivation and organizational commitment. The study found that the innovative work environment and work motivation of the institution are high, while organizational commitment is moderate. Looking into the association between a creative work environment and work motivation and organizational commitment, the results indicate that an innovative work

environment does not influence work motivation and organizational commitment. These findings recommend further study into other factors that drive work motivation and organizational commitment.

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